

AMELIA UNIT PLANNING CHART

DAY 1	Day 2	Day 3	Day 4	Day 5
<p>Objective: Define the role of journaling.</p> <p>Activities:</p> <ul style="list-style-type: none"> Read <i>Amelia's Notebook</i>. Discussion questions: <ul style="list-style-type: none"> What reason did Amelia's mother have for giving her a notebook? Did her mother's plan work? Compare a journal entry with an essay or a report for school. Share other examples of personal or published journals. Ask students about their experiences with journaling. Elicit the types of journals or diaries available for recording one's thoughts. Assign a self-portrait on drawing paper. Encourage the use of symbols and abstract designs as well as purely physical representation. Students should label significant features. <p>Journal Gem: The famous diary that Anne Frank kept while in hiding during WWII was a blank book that had lined pages. It was covered in red-and-white-checked fabric.</p>	<p>Objective: Define the process of journaling.</p> <p>Preparation: Photocopy and distribute "Write on! Tips for Your Own Terrific Notebook."</p> <p>Activities:</p> <ul style="list-style-type: none"> Read the pamphlet with the class. For each suggestion recall examples from <i>Amelia's Notebook</i>. Distribute journals and assign a choice from the journal prompts below for the first entry. Encourage students to personalize their journal covers with stickers. <p>Journal Prompts</p> <ul style="list-style-type: none"> Write about what's most important to you right now. Introduce yourself—your likes, dislikes, family, and friends. Use words to create a self-portrait. Write a story. <p>Journal Gem: "Journal" is a French word that means "daily." "Diary" is a derivative of the Latin word <i>diarium</i>, which means "daily allowance."</p>	<p>Objective: Write short stories in groups.</p> <p>Activities:</p> <ul style="list-style-type: none"> Read <i>Amelia Writes Again</i>. Create an oral group story. Here are possible story starters: <ul style="list-style-type: none"> There once was a teacher named [your name] who had a terrible secret... The class won a field trip to anywhere they wanted to go... Write joint-author stories in notebooks. Students write the first sentence in their own journal. Journals are exchanged as partners add new sentences. <p>Journal Prompts</p> <ul style="list-style-type: none"> How did you feel when someone else wrote in your notebook? What do you like about the story? What would you change if you were writing as a sole author? <p>Journal Gem: E. B. White, author of <i>Charlotte's Web</i>, kept journals as a child. He never published them or let anyone read them. But when he was writing <i>The Trumpet of the Swan</i> he referred back to a journal he kept when he was eleven years old to get ideas about how Sam would behave.</p>	<p>Objective: Examine issues of privacy in journal keeping.</p> <p>Activities:</p> <ul style="list-style-type: none"> Recall the concerns Amelia had about privacy in <i>Amelia Writes Again</i>. Discussion questions: <ul style="list-style-type: none"> Why does Amelia have misgivings about sharing her journal with Leah? Why might you want to keep your journal private? How can you ensure privacy? <p>Journal Prompts</p> <ul style="list-style-type: none"> Write a letter about something that has upset you. Get it all off your chest. What would you put into wet cement as a symbol of yourself? Are there things that better symbolize you but would be too personal to display? <p>Journal Gem: Beatrix Potter, author of <i>The Complete Adventures of Peter Rabbit</i>, wrote diaries in code. After her death, relatives failed to decode them and asked a friend for help. It took him more than a year to crack the code.</p>	<p>Objective: Describe an imaginary trip.</p> <p>Preparation: Put up a map showing the western United States.</p> <p>Activities:</p> <ul style="list-style-type: none"> Read <i>Amelia Hits the Road</i>. Use the map to trace the route Amelia took. Discussion questions: <ul style="list-style-type: none"> Why would Amelia keep a separate journal for a trip? How else do people share information about a trip? <p>Journal Prompts</p> <ul style="list-style-type: none"> Pick an imaginary destination for a vacation. Tell about what you'll pack, how you'll get there, what you'll see, where you'll eat, and where you'll stay. Why did you pick this destination? Who would you like to take along on this trip? What would be a perfect souvenir? Design a postcard, front and back, that you would send back home. <p>Journal Gem: President Theodore Roosevelt kept a travel journal every day for 877 days while on a family trip to Europe when he was ten years old.</p>

General Guidelines for Using Journaling In The Classroom

Make journaling a regular component of your lesson plan. Once you've established a foundation with Amelia, set aside a fifteen- to twenty-minute period daily or three times a week for students to write in their journals. Consider these guidelines:

- Utilize a quiet gathering time to prepare for journaling.
- After initial discussion, give individuals opportunities to ask questions and share their ideas. Clarify the tasks, then provide a quiet time for journaling without any distractions.
- Allow time to share the results of the exercise. Sharing might be between partners, among small groups, between students and teacher, or with the group at large. Keep it voluntary.

- Journals are not graded, or even read if the author desires privacy. However, students should be held accountable for using the journal time productively. Use observation and student self-evaluation of the role of journaling for assessment.
- Consider the journal format for an alternative assessment in other units of study. It allows students to reflect on and personally respond to what they are learning in a way that is less threatening than essays or papers. In a separate subject notebook, have students respond to prompts that tap into their level of understanding.



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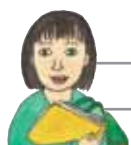
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DAY 6	Day 7	Day 8	Day 9	Day 10
<p>Objective: Apply conflict resolution techniques.</p> <p>Activities:</p> <ul style="list-style-type: none"> Read <i>Amelia Takes Command</i>. Discussion Questions: <ul style="list-style-type: none"> Why do you think Amelia is chosen as commander? Why is Amelia able to respond to Hillary's taunts after her trip to Space Camp? Is Amelia able to defend herself without attacking Hillary? <p>Journal Prompts:</p> <ul style="list-style-type: none"> Describe how Amelia feels when she is being teased by Hillary. Have you ever felt this way? Recall an argument you've had. Write some of it as a dialogue. Then, rewrite it in a way in which no one attacks the other person, but each person's points are made. Which role would you have wanted in the shuttle mission at Space Camp? Why? <p>Journal Gem: Sally Ride, the first female astronaut, wrote a book, <i>To Space and Back</i>, about her first shuttle mission. She included the kinds of details Amelia might have written about.</p>	<p>Objective: Visualize personal goals.</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss Amelia's desire to attend Space Camp. Why did she want to go? Ask students to close their eyes and think about the responses to the following questions: <ul style="list-style-type: none"> What job do you imagine doing when you are an adult? What will your home and lifestyle be like? How can you make the world a better place to live in? Ask students to pick one really important experience they would like to have and visualize planning it, achieving it, and reflecting upon it afterward. <p>Journal Prompt:</p> <ul style="list-style-type: none"> Write an entry as if you had the experience you imagined in our visualization. Give lots of details and tell how you feel. <p>Journal Gem: Francis Parkinson Keyes, author of <i>Dinner at Antoine's</i>, wrote fifty-one books in her lifetime—all of them black-and-white notebooks, just like the ones Amelia uses.</p>	<p>Objective: Make resolutions.</p> <p>Activities:</p> <ul style="list-style-type: none"> Read <i>The All-New Amelia</i>. Discussion questions: <ul style="list-style-type: none"> How does Amelia try to become "all-new?" How do these changes make her feel? <p>Try out the looks and accents described in this book.</p> <p>Journal Prompts:</p> <ul style="list-style-type: none"> Try out some new signatures. Resolutions can be more productive than Amelia's attempts to change. List three things that you could try that might help you become the person you want to be. List three wishes. However outrageous, they might come true! <p>Journal Gem: Benjamin Franklin made a list of resolutions in a journal when he was twenty years old. Many years later, he said the resolutions had helped him achieve his goals: being frugal, truthful, and industrious, and saying only good things about other people.</p>	<p>Objective: Use illustrations to re-create a memory.</p> <p>Preparation: Make art supplies available.</p> <p>Activities:</p> <ul style="list-style-type: none"> Ask students to close their eyes and imagine themselves in a place that makes them feel good. Help them visualize returning to that place, with prompts to recall sights, sounds, smells, and feelings associated with each image. <p>Journal Prompts:</p> <ul style="list-style-type: none"> Draw a picture of yourself in this special place. Include all the details that make it so extraordinary. Write a few sentences about what you imagine doing in the place you drew. <p>Journal Gem: Many diarists name their journals and address their entries to that name. Anne Frank called her diary "Kitty." Zlata Filipovic told her story of life in Sarajevo to "Mimmy."</p>	<p>Objective: Explore expectations vs. reality.</p> <p>Activities:</p> <ul style="list-style-type: none"> Read <i>Amelia's 6th-Grade Notebook</i>. Ask students to make a list of things they worry about. They can be silly, like a hole in your sock, or big, like an earthquake. Rate your worries from biggest to smallest. Amelia is trying to hard to remember a lot of things—her locker combination, where her locker even is, which class is when and in what room. Ask students if they have tricks to help them remember these kinds of things. Have them describe some things they do so you won't forget things that are important to you. <p>Journal Prompts:</p> <ul style="list-style-type: none"> Amelia is worried about starting middle school. Write about a situation where you were going to do something new like go to camp, take an airplane by yourself, go to a new school, or meet somebody for the first time. What were your fears, hopes, and expectations? What was the reality? Compare and contrast what you thought the situation would be like to what really happened. How did your expectations affect your experience? Were things easier or harder because of them? Does it make a difference if you think positively or negatively about something before it happens? How and why? <p>Journal Gem: Some writers use their journals to get their worries and fears out of their head and onto paper. Just writing and drawing,—naming what is scary—can be a big relief. Lynda Barry uses notebook paper and comics to free herself from her worries in <i>One Hundred Demons</i>.</p>



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- **Write a name poem.** Put each letter of your name at the beginning of a line in your journal. Now write a line that begins with that letter.

- **Make a name cartoon.** Draw your name in large letters, then turn the letters into objects that represent you.

- **Use your senses to create a journal entry.** Close your eyes to imagine scents, sounds, tastes, and textures. Try to come up with at least five sensations you love and five you hate.
- **Write yourself a letter of congratulations.** You are the best judge of your successes. Think of something you have done well recently. Describe in your letter all the positive results of your action.
- **Spend ten minutes sitting quietly outside observing nature.** Then write a journal entry describing what you saw.
- **If you were an inanimate object, what would you be?** Draw yourself and describe the life of this object.



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Cross-Curricular Activities

Language Arts

- Explore codes. Challenge students to develop three different codes to encrypt a message. Send messages to one another in code. Give the day's homework assignment in code.
- Establish regular correspondence with a class in another state or even in another country. Utilize the letters written as an assessment tool for other units of study. For example, after studying colonial America, have your students tell their pen pals about one aspect of colonial life they found interesting.
- Play Amelia's Card Game and use the silly sentences you've formed as story starters. As a journal assignment, have students pick a person, an action, or an object card to create a sentence that launches a story.
- Practice grammatical concepts as students identify the parts of speech in the sentences they make playing Amelia's Card Game.

Study Skills

- Assign research projects to learn more about the places and experiences Amelia describes in her notebooks. Teach or review information gathering, note taking, and summarizing. Discuss a variety of presentation options that encompass multiple learning styles. Topics may include Manzanar, Death Valley, the Grand Canyon, Yosemite National Park, constellations, space shuttle missions, and archeological expeditions.

History

- Take a field trip to a local historical museum. Prior to the visit, arrange for docents to show the class artifacts collected in the area, with explanations about the process of collecting, analyzing, and identifying the finds at an archeological dig.

Art

- Analyze how facial features convey emotions in drawings. Cut 8 1/2-by-11-inch binder paper into thirds. Using the Nose Page from *Amelia's Notebook* as a model, draw a variety of noses, eyes, and mouths on separate pieces of paper. Discuss variations including the angle of the eyebrow, openness of eyes, or set of the lips, and what each expresses. Insert the drawings into the appropriate rings of a three-ring binder and flip pages, creating different faces. Assemble a serious, an excited, and a frightened face to share with the class.

Science

- Re-create the marshmallows-on-the-ceiling activity from *Amelia Writes Again*. Tape clean paper to the ceiling. Let everyone try the technique of squishing the marshmallows and tossing them up to the paper. Introduce some variables and have students make predictions, such as how much kneading is required before a marshmallow will stick, time spent squishing related to time stuck on ceiling, and force of throw related to time stuck on ceiling. As a center activity, have class members carry out their experiments and gather data related to the variables. Note: Students should not

attempt to catch falling marshmallows in their mouths.

Math

- Have students write word problems based on events in the *Amelia* books. Partners exchange problems and calculate answers. Examples:

If Amelia's family travels for 7 hours at an average speed of 55 miles per hour with a 45-minute break for lunch and 3/10-minute bathroom breaks, how far will they go?

Mako had a gum wrapper chain that was 4 feet long. If each wrapper adds 3/4 inch to his chain, how many wrappers did it take to make Mako's chain?

Amelia, Cleo, and their mother ate dinner at a diner where they could play the jukebox for \$.50. Their bill came to \$16.40. If they left a 15 percent tip for the waitress and paid with a \$20.00 bill, would there be any money left over to play the jukebox?

Selected Related Titles

Published Journals

Filipovic, Zlata. *Zlata's Diary*. Viking Penguin, 1995.

Frank, Anne. *Anne Frank: Diary of a Young Girl*. Bantam Books, 1993.

Gag, Wanda. *Growing Pains: Diaries and Drawings from Years 1908 to 1917*. Coward McCann, 1940.

Roosevelt, Theodore. *Theodore Roosevelt's Diaries of Boyhood and Youth*. Charles Scribner's Sons, 1928.

Ride, Sally and Susan Okie. *To Space and Back*. Harper Collins, 1986.

Schute, Henry A. *The Real Diary of a Real Boy*. Baker & Taylor, 1917.

Other Novels Written in Journal Form

Abrams, Jeff Kinney. *Diary of a Wimpy Kid*. Amulet Books, 2007.

Axworthy, Anni. *Anni's Diary of France*. Whispering Coyote Press, 1994.

Creech, Sharon. *Love that Dog*. Harper Collins, 2001.

Moss, Marissa. *Max Disaster #1: Alien Eraser to the Rescue*. Candlewick, 2009.

Robertson, Keith. *Henry Reed, Inc.* Puffin Books, 1986.

Russell, Rachel Renee. *Dork Diaries: Tales from a Not-So-Fabulous Life*. Aladdin, 2009.

On Journaling

Fletcher, Ralph. *A Writer's Notebook: Unlocking the Writer Within You*, Harper, 1996



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